

Inspection of Partou Butterflies Day Nursery & Pre-School

20 Kingsmead Road North, Prenton CH43 6TB

Inspection date:

24 March 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled at the nursery. Staff get to know children well and form lovely relationships with them. Although the nursery has some staff from different sites and bank staff, this does not affect children's emotional well-being. Permanent staff update cover staff about allergies, children's care routines and learning needs. This helps to ensure children feel safe and secure. Staff teach children about expected behaviours, such as sharing, lining up and taking turns. Children listen carefully to staff and follow their instructions. They know what is expected of them and behave well.

Staff do not provide all children with an ambitious curriculum. Although staff are aware of some things they want children to learn, they do not implement them consistently enough. There are inconsistencies in staff practice which means the quality of interactions vary depending on who children are with. When younger children are identified as needing help with their communication, they are not supported to engage in activities planned to help them, such as singing and storytime. This means not all children get to hear new words and practise their speaking skills.

What does the early years setting do well and what does it need to do better?

- Leaders have some ideas of the different things they want children to learn. They use children's assessments and interests to create some learning opportunities. However, the quality of the curriculum is variable and lacks ambition. Some activities are pitched incorrectly, and others do not build on children's existing skills. This does not help children to make good progress in their learning.
- The procedures in place for supporting children with special educational needs and/or disabilities (SEND) are not embedded. Staff identify children's needs and understand what support is needed. Leaders implement support plans, make timely referrals and use additional funding wisely. However, effective strategies to support children's individual targets are not then implemented consistently or well enough. This hinders the progress made by children with SEND in preparation for school.
- Communication and language development is promoted more effectively for older children. Staff engage children in back-and-forth conversations and teach them new words, such as the names of flowers. However, not all staff have a good understanding of the impact of dummy use. Therefore, they encourage babies to babble and talk with dummies in, hindering their emerging speaking skills.
- Staff get to know children well and have lots of knowledge about their individual likes, dislikes and learning styles. They use their observations and assessments

to create accurate next steps in learning. However, staff do not implement those next steps effectively during play and interactions. This does not help children to engage purposefully and consistently have a positive attitude to learning.

- There are some procedures in place for working in partnership with parents. Staff collect information from parents when children first start to find out what they already know. They provide some updates using the online application, but not all parents use this platform. This means some parents are unsure of children's next steps in learning and how they can be extended at home.
- Staff promote children's independence well. Babies learn to feed themselves with spoons, older children use the bathroom and the water dispenser independently. Children are independent in their play and make lots of choices throughout the day. This helps children to feel confident when doing things for themselves and builds their self-esteem.
- Staff help children to learn about some of the things that constitute a healthy lifestyle, such as diet and exercise. Children wash their hands before eating and staff talk to them about healthy foods. When in the garden, staff encourage children to observe the effects on their heart after exercise. This develops children's understanding of some of the things that keep them healthy.
- Due to ongoing recruitment issues, there are some inconsistencies in the staff team. Leaders work hard to support staff well-being and provide a wealth of professional development opportunities. However, staff do not always implement what they learn from training. Staff practice is not monitored closely enough to quickly identify and address inconsistencies. Consequently, there are weaknesses in the quality of education.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
plan and implement a broad and ambitious curriculum that is well sequenced and helps children to engage purposefully	05/05/2025
implement effective and consistent strategies to support children with SEND to make good progress.	21/04/2025

To further improve the quality of the early years provision, the provider should:

- support staff to promote children's communication and language development more effectively
- support staff to implement children's individual next steps in learning more precisely during play and interactions
- provide all parents with accurate feedback on children's next steps and how they can promote learning at home
- monitor the programme of staff professional development more closely to address weaknesses in practice and improve the quality of education.

Setting details

Unique reference number	EY495468
Local authority	Wirral
Inspection number	10391350
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	70
Number of children on roll	85
Name of registered person	Just Childcare Limited
Registered person unique reference number	RP900954
Telephone number	01516522989
Date of previous inspection	9 November 2021

Information about this early years setting

Partou Butterflies Day Nursery registered in 2015. The nursery employs 18 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above. The nursery opens from 7.30am to 6pm, Monday to Friday, all year round. It offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025